

Teachers' Roles for Effective Implementation of Quality Education (SDG 4) for Improving Educational Standards in Secondary Schools in Kano State, Nigeria

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Abstract

The study examined teachers' roles for effective implementation of quality education for improving educational standard in secondary schools in Kano State, Nigeria. The study adopted descriptive survey. Three specific research objectives and corresponding research questions guided the study. The population is all public secondary schools' teachers in Kano State. The total population is 17,563. Sample of twenty (20) schools were selected using multi-stage stratified sampling technique, schools selected are from urban and rural area. The sample of 300 teachers were selected using purposeful sampling technique. The instrument for the data collection was researcher made Questionnaire, title: Teachers Roles for Effective Implementation Quality Education (TREIQE). The experts validated both content and face validity of the instrument. The reliability of the instrument was determined using chorbat Alpha coefficient. The instrument yielded the reliability coefficient of 0.85. The instrument was administrated to teachers through online Google From. The data collected was analysed using descriptive statistics (Mean and Standard Deviation). The study discovered that teachers play great roles for the implementation of quality education to improve the educational standard in the study area. It was also discovered that quality education has great impacts on Educational Standards in the study area. The study further

discovered that strategies employed to improve teacher effectiveness in the implementation of quality education includes: employing variety of teaching methods to address different learning styles among students, promote inclusive classroom practices that ensure equal participation of all learners. Based on the finding's recommendations were made that teachers should continue update their knowledge to improve quality education.

Keywords: Teachers Roles, Implementation, Quality Education, Educational Standards.

Introduction

A significant aspect covered under the Sustainable Development Goal 4 (SDG 4) is the requirement for inclusive and equitable quality education, focusing on lifelong learning opportunities for all. In Nigeria, the teacher's role is critical in achieving this objective, especially in secondary schools where core skills and knowledge are acquired. An important aspect of the educational process is the role played by teachers. According to Ojo and Ojo (2021), "the teacher is the key agent in the process of education."

Teachers play a pivotal role in achieving the proper implementation of the national curriculum. Teachers translate and implement the curriculum content to ensure that it meets the educational standards set by the Nigerian government. The study carried out by Ojo and Adeyemi in 2021 establishes

that teachers' perceptions of the curriculum affect student results. Teachers play a critical role in using creative teaching approaches that meet different requirements. Use of technology or interactive teaching approaches, as established by Ibrahim and Musa in 2022, helps to create a positive impact on students to comprehend different concepts, thereby helping to create quality in education. Teachers play a significant role in creating assessment strategies that yield good results. According to Nwankwo and Okeke's study carried out in 2023, formative assessment carried out by teachers plays a critical role in creating feedback that helps to enhance positive feedback for not only students but also teachers, thereby creating quality in education. Teachers serve as mentors or mentors to inspire students. This plays a critical role in secondary school, where there are different environmental situations that affect students. Teachers using

mentorship, as established by Eze and Chukwu in 2024, play a critical role in creating a positive learning atmosphere to inspire motivational approaches to enhance the learning process. Teachers play a significant role in creating links between schools and the community to operate in partnership to create quality in education. Study carried out by Adamu and Bello in 2023 establishes that involving communities in schools creates different positive resources that aid in enhancing positive results for students to create quality in education. Teachers play an important role in creating policies that maintain quality in education. Teachers play a pivotal role in using expert perceptions to inform policies. Study carried out by Okafor and Uche in 2025 establishes that using concepts developed by teachers helps to create policies that inform different approaches to create enhanced SDG4.

Teachers are charged with the responsibility of ensuring they embed culturally related issues within the teaching process. This strategy not only makes learning contextual but also ensures inclusiveness. This study carried out by Nwosu and Ibe (2023) clearly shows that culturally responsive teaching

strategies promote student engagement and learning. Teachers offer students support in matters of emotions and socialization, which plays a significant role in the general well-being of the students. Teachers who create a positive atmosphere in class, according to Eze and Nwankwo (2023), support students emotional well-being, which leads to academic success.

Quality education is considered a basic right and a key part of the Sustainable Development Goals, since it is Sustainable Development Goal 4 (SDG 4) of the United Nations. The definition of quality education covers not only the scholastic part but the holistic development of students, which includes their social, emotional, and moral development (Ogunyemi, 2023). Quality education is considered the backbone of development since it equips individuals with the relevant knowledge and skills to succeed in a rapidly changing world. According to Adeyemi (2021), and Okeke (2021), "quality education can be regarded as that which is inclusive, equitable, and relevant to the needs of the learner. Moreover, it can be defined as that which surpasses the boundaries of acquiring knowledge for the purpose of

intellectual growth and development to include the holistic development of the learner to make them outfitted with the skills and competencies to succeed not only at the national level but at the global level." According to Okonkwo (2022), "quality education is not limited to the acquisition of skills for the empowerment of the marginalized sectors of the community, that is, the girls and children with disabilities. The argument here is that quality education must not only be holistic but also universal and inclusive."

Ojo (2023) describes quality education as learner-centred, engaging, and empowering education. Ojo throws much light on the significance of establishing and promoting an enabling and productive educational context for the development of critical and creative thinking amongst students, making them active participants in the education process. Adekunle (2023) throws much light on the significance of the quality of the teacher in the provision of quality education to the students. Adekunle asserts that quality education is the education provided through qualified and motivated teachers, capable of

developing an enabling and productive class for students to benefit from.

Furthermore, Quality Education is also presented by Ibrahim (2024), which asserts that quality education is that kind of education which is sensitive to the needs, backgrounds, and diversity found among the learners. According to Ibrahim, the role of culturally relevant practices should not be underemphasized in ensuring that all learners benefit from quality education, irrespective of their socio-economic circumstances or culture.

Quality education is seen in a different way according to Onyeka (2025), who considers quality education to be an education that ensures sustainable development and is based on justice in society. According to Onyeka, quality education is meant to equip people for life while at the same time teaching them to be good guardians of nature and ethical leaders of society for its good. Emphasis on quality education is seen in its emphasis on innovative practices in education according to another author, Nwosu (2025), who considers quality education to be very innovative in order to meet changing demands in society while focusing on

improving creative capacities of education seekers to think and solve problems through education.

Okonkwo (2020) offers quality education with a focus on the role of technology and innovation in improving learning outcomes. Okonkwo asserts that quality education ought to adopt digital tools and resources to offer interactive and personalized learning experiences for students to develop 21st-century skills like digital literacy, critical thinking, and problem-solving skills. Lastly, Ibrahim (2024) emphasizes the role of technology in improving learning outcomes. Ibrahim states that quality education in Nigeria should adopt digital tools and resources to offer interactive and personalized learning experiences for students.

Teachers are vital in the promotion of these aspects by incorporating values education into their teaching processes. As explained by Suleiman (2024), well-trained and well-orientated teachers are likely to adopt modern teaching approaches that are tailored to meet different needs in an effort to enhance standards of education.

An important role played by teachers in ensuring quality education is that of curriculum development and implementation. A study conducted by Adeyemi in 2021 showed that teachers who engaged with the development of curriculum resource packages were able to adapt their teaching processes to suit the needs of students and impact educational outcomes positively. A study carried out by Ibrahim in 2023 underlined the significance of teachers in facilitating effective implementation of the curriculum and showed that trained and motivated teachers were effective in getting students engaged in productive learning experiences.

Apart from curriculum design and delivery of education to students, another aspect that teachers play an essential role in is learning assessment for students. In a study carried out by Bello in 2022, teachers who adopt multiple approaches to learning assessment are better positioned to assess learning among students and offer assistance to those who need it. Another study carried out by Yusuf in 2024 emphasized the need for teachers to offer feedback to students.

In addition, teachers are important for creating a conducive environment for learning. This is supported by a study conducted by Ahmed (2025). The study argued that teachers who create a conducive classroom environment have a higher likelihood of involving students in the learning process and instilling positive social interactions among them. Musa (2021) added that teachers play a significant role in instilling a culture of respect and cooperation among students, which can help in creating a conducive environment for learning.

In Nigeria, especially in the state of Kano, ensuring quality education ranks high due to the challenges encountered by the educational sector, such as the lack of infrastructure, educational materials, and trained teaching staff. Many studies have shown the plight of the teaching staff, such as lack of training, low morale, and insufficient resources (Adamu & Ibrahim, 2022). The above contributes to the teachers' limitations to impart quality education effectively among the students. In addition, the National Policy for Education (Federal Republic of Nigeria, 2020) requires that trained teaching staff are essential for ensuring the realization of

quality education; yet its effective execution has not been consistent among the states, including that of Kano.

The Problem Statement

In this paper, although there is an understanding of the importance of quality education and the importance of teachers as factors that shape the future of the country, challenges are being witnessed regarding the effective delivery of secondary education at a level that is of good standard within the state of Kano. For instance, there is a lack of teachers who possess the necessary qualifications necessary for offering effective education. In this regard, this study seeks to investigate the issues by highlighting the importance of teachers as key players in the enhancement of educational standards under SDG 4.

Objectives of the Study

The primary objectives of this study are:

1. To identify the roles of teachers in the implementation of quality education in secondary schools in Kano State.

2. To assess the impact of quality education on educational standards in secondary schools in Kano State
3. To explore strategies for enhancing teacher effectiveness in the implementation of quality education. (SDG4)

Research Questions

This study seeks to answer the following research questions:

1. What are roles of teachers in the implementation of quality education in secondary schools in Kano State?
2. What are the impacts of quality education on educational standards in the study area?
3. What strategies can be employed to improve teacher effectiveness in the implementation of quality education in the area?

Method

The study examined the roles of teachers for effective implementation of quality education (SDG 4) for improving educational standards in secondary schools in Kano State,

Nigeria. The study adopted descriptive survey; this allowed the researcher to collect data from a large population and generalized the findings.

The population of the study is all the secondary schools' teachers' public secondary schools in Kano State. The total population of public secondary schools' teachers is 17,563. The sample of the study was selected using multi-stage stratified sampling technique. Twenty (20) schools were selected, the schools selected are both from urban and rural area. The sample of 300 teachers was selected using purposeful sampling technique.

The instrument for the data collection was researcher made Questionnaire (structural questionnaire) title: Teachers Roles for Effective Implementation Quality Education (TREIQE). The instrument consists of five Likert scale of Strongly agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). The instrument was validated by three experts from Bayero University Kano, Department of Curriculum Studies and two experts from Test and Measurements. The experts validated both content and face validity of the instrument.

The instrument was pilot tested on the population which are not part of the study to determine the reliability coefficient. The reliability of the instrument was determined using Cronbach Alpha coefficient. The instrument yielded the reliability coefficient of 0.85. This makes the instrument reliable for data collection.

A structured online Questionnaire using Google form was distributed to teachers in the selected schools through WhatsApp group and through direct contacts with school

administrators explained the academic purpose of the research. Data collection took place over four weeks through online.

The data collected was analysed using descriptive statistics (Mean and Standard Deviation) to answer the research questions. The criteria of mean of 3.00 and above was used to agree for an item in the Questionnaire but less than 3.00 is to disagreed with the item in the questionnaire.

Results

Answering Research Questions

Research Question one: What are roles of teachers in the implementation of quality education in secondary schools in Kano State?

Table 1: Roles of Teachers in the Implementation of Quality Education N = 300

SN	Statement	Mean	SD	Decision
1	Teachers plan lessons that promote inclusive equitable learning opportunities for all students.	4.43	.608	Agreed
2	Teachers encourage critical thinking and creativity to prepare students for lifelong learning.	4.39	.603	Agreed
3	Teachers create a safe, supportive, and gender-sensitive classroom environment.	4.41	.606	Agreed
4	Teachers regularly assess students learning progress and use feedback to improve achievement.	4.29	.576	Agreed

5	Teachers motivate all students, including disadvantaged learners, to participate actively in learning.	4.37	.564	Agreed
6	Teachers promote active learning strategies that engage students in problem-solving activities	4.35	.559	Agreed
7	Teachers provide additional academic support for students with learning difficulties.	4.45	.541	Agreed
8	Teachers integrate ICT tools to support inclusive and effective teaching and learning.	4.41	.536	Agreed
9	Teachers encourage collaborative learning to promote social skills and mutual respect.	4.49	.543	Agreed

Source: Field work 2025

Table 1 above shows the roles of teachers in the implementation of quality education in secondary schools. All the terms are agreed to be the roles of teachers in the implementation of quality education in secondary schools, the roles discovered includes: Teachers plan lessons that promote inclusive equitable learning opportunities for all students, teachers encourage critical thinking and creativity to prepare students for

lifelong learning, teachers motivate all students, including disadvantaged learners, to participate actively in learning, teachers promote active learning strategies that engage students in problem-solving activities, teachers encourage collaborative learning to promote social skills and mutual respect. This means that teachers play roles in the implementation of quality education in the study area.

Research Question Two: What are the impacts of quality education on educational standards in the study area?

Table 2: Impacts of Quality Education on Educational Standards

N = 300

SN	Statement	Mean	SD	Decision
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1	Moral values and good citizenship are effectively promoted through quality education in my school.	4.53	.546	Agreed
2	Quality education adequately prepares students for tertiary education.	4.45	.544	Agreed
3	Quality education ensures inclusive learning opportunities for students of different abilities and backgrounds.	4.53	.546	Agreed
4	Quality education promotes critical thinking and problem-solving skills among students.	4.51	.547	Agreed
5	Quality education has contributed to a reduction in student dropout rates in my school.	4.47	.546	Agreed
6	Quality education in my school has improved students' performance in external examinations (e.g., WAEC, NECO).	4.49	.547	Agreed
7	Students in my school demonstrate strong literacy and numeracy skills as a result of quality teaching.	4.53	.546	Agreed
8	Students discipline and positive behaviour have improved due to quality education practices.	3.32	.695	Agreed
9	School leadership and management practices have improved due to the emphasis on quality education.	3.26	.706	Agreed

Source: Field work 2025

Table 2 above shows impacts of quality education on educational standards in the study area. All the items are agreed by the teachers to the impacts of quality education. Therefore, the study discovered that quality education as impacts on educational standards of the students in the following ways: Moral values and good citizenship are

effectively promoted through quality education in my school, quality education promotes critical thinking and problem-solving skills among students, quality education has contributed to a reduction in student dropout rates in my school, Students discipline and positive behaviour have improved due to quality education practices,

and school leadership and management

education has great impacts on educational

practices have improved due to the emphasis

standards in the study area.

on quality education. This means that quality

Research Question Three: What strategies can be employed to improve teacher effectiveness in the implementation of quality education in the area?

Table 3: Strategies employed for effective implementation of quality education N = 300

SN	Statement	Mean	SD	Decision
1	I use learner-centred teaching methods to actively engage students in the learning process	4.31	.583	Agreed
2	My lesson objectives are consistently aligned with the national curriculum and learning outcomes.	4.31	.583	Agreed
3	I employ a variety of teaching methods to address different learning styles among students.	4.29	.576	Agreed
4	I integrate critical thinking and problem-solving activities into my classroom instruction.	4.35	.559	Agreed
5	I regularly use continuous assessment to monitor students' academic progress.	4.33	.554	Agreed
6	I regularly use continuous assessment to monitor students' academic progress.	4.29	.540	Agreed
7	I organize remedial or extra lessons for students who experience learning difficulties.	1.80	.895	Disagreed
8	I promote inclusive classroom practices that ensure equal participation of all learners.	4.31	.583	Agreed
9	I encourage collaborative learning through group work and peer interaction.	4.31	.583	Agreed
10	I motivate students through positive reinforcement and encouragement.	4.43	.539	Agreed

11	I use appropriate instructional materials and teaching aids to support lesson delivery.	4.33	.554	Agreed
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Source: Field work 2025

Table 3 above shows strategies can be employed to improve teacher effectiveness in the implementation of quality education in the area. All the respondents agreed with all the items except item no 7 be strategies employed by teachers for effective implementation of quality education. The study discovered that strategies employed to improve teacher effectiveness in the implementation of quality education includes: employing variety of teaching methods to address different learning styles among students, promote inclusive classroom practices that ensure equal participation of all learners, motivate students through positive reinforcement and encouragement, encourage collaborative learning through group work and peer interaction, use appropriate instructional materials and teaching aids to support lesson delivery and use continuous assessment to monitor students academic progress.

Discussion of the Findings

This study investigated teachers' roles in the effective implementation of quality education to improve the educational standard in secondary schools in Kano State, Nigeria. The study found that the teachers' roles for the effective implementation of quality education are as follows: Teachers plan lessons that promote inclusive and equitable learning opportunities for all students; teachers encourage critical thinking and creativity to prepare students for lifelong learning; teachers motivate all students, including disadvantaged learners, to actively participate in learning; teachers promote active learning strategies that engage students in problem-solving activities; and teachers encourage collaborative learning to promote social skills and mutual respect. This indicates that teachers play a role in implementing quality education in the study area. This study agreed with A study by Ahmed (2025) found that teachers who create a supportive and inclusive classroom environment tend to increase student involvement in their own learning process

and develop positive social contact among students, which improves quality education. In the same way, a study by Musa (2021) underscored the importance of teachers in fostering among students a culture of respect and collaboration, which could engender a more conducive learning environment and quality standard of education.

The study also found out that quality education as impacts on educational standards of the students in the subsequent ways: Quality education promote moral values and good citizenship, Quality education promotes critical thinking and problem-solving ability among the students, Quality education contributed to a decline in student dropout rates in my school, Students discipline and positive behavior improved due to quality education practices, and School leadership and management practices improved due to the emphasis on quality education. It means that quality education has great impacts on educational standards in the study area. This study agreed with research by Nwosu and Ibe (2023), which indicates that culturally responsive teaching practices are associated with heightened student engagement and learning outcomes. Teachers

offer emotional and social supports which are essential for the students' general well-being. According to Eze and Nwankwo (2023), teachers who promote a positive classroom environment contribute to the emotional health of students, which is associated with academic success and quality education. It than mean that teachers play a significant role in the implementation of quality education to improve educational standards.

The study further revealed that other strategies used in enhancing teacher effectiveness in the delivery of quality education are: utilizing different teaching methods to suit the different learning styles among students; allow for inclusive classrooms and ensure all learners participate; motivate students with positive reinforcement to raise their self-esteem; facilitate group work and peer interaction to stimulate collaborative learning; use relevant instructional materials and teaching aids to facilitate lesson delivery; and make continuous assessment of students to monitor their academic progress. This study is supported by a study done by Bello (2022), which "found that teachers who consistently employ a variety of assessment methods tend

to be in a better place to assess the level of understanding of their students, thereby offering valuable support where it may be needed." In another similar study, Yusuf (2024) noted how important it is to have teachers give timely and constructive feedback to learners as part of feedback mechanisms that could result in improving learning outcomes.

Conclusion

In this regard, teachers present the linchpin to the implementation of quality education in Kano State of Nigeria. Teachers can improve the educational standards and outcomes through involvement in curriculum development and delivery, assessment of learning in students, and setting up an appropriate learning environment. Additionally, such professional capacity is yet to be entirely upgraded through training programs in order to fill up the existing gaps.

Recommendations

On the basis of the results, the following were recommended.

1. Teachers need to continue updating their knowledge to ensure quality education.
2. Teachers should adopt appropriate teaching methods that will sustain all the learners.
3. Government and education sector players should motivate teachers, which will make teachers to create more time for the learning activity, thereby affecting the standard of education.

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